

## Bell's Crossing Elementary

804 Scuffletown Road  
Simpsonville, South Carolina 29681

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,036 Students	
<b>Principal</b>	Barbara A. Barlow	864-355-3800
<b>Superintendent</b>	Phinnize J. Fisher, Ed.D.	864-241-3456
<b>Board Chair</b>	Charles J. Saylor	864-322-9053

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	2	0	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	Excellent	Unsatisfactory	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes

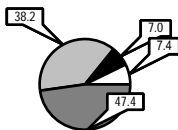
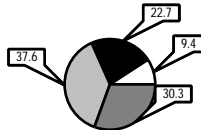
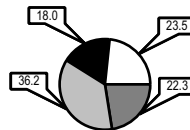
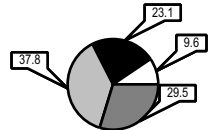
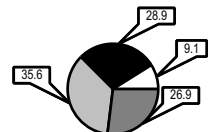
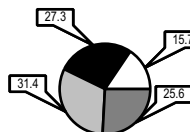
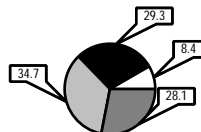
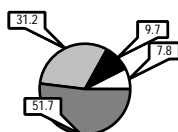
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	537	100.0	7.4	38.2	47.4	7.0	68.5	Yes	Yes
<b>Gender</b>									
Male	266	100.0	10.9	41.4	44.1	3.5	63.3		
Female	271	100.0	3.9	34.9	50.6	10.6	73.7		
<b>Racial/Ethnic Group</b>									
White	422	100.0	6.3	36.8	48.5	8.5	72.0	Yes	Yes
African American	72	100.0	14.7	51.5	32.4	1.5	47.1	Yes	Yes
Asian/Pacific Islander	18	100.0	5.6	22.2	72.2	0.0	77.8	I/S	I/S
Hispanic	20	100.0	10.0	40.0	45.0	5.0	55.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	475	100.0	4.0	36.5	51.8	7.7	73.2		
Disabled	62	100.0	33.9	50.8	13.6	1.7	32.2	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	537	100.0	7.4	38.2	47.4	7.0	68.5		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	533	100.0	6.9	38.3	47.7	7.1	69.0		
<b>Socio-Economic Status</b>									
Subsidized meals	69	100.0	15.9	50.8	33.3	0.0	38.1	Yes	Yes
Full-pay meals	468	100.0	6.3	36.4	49.3	8.0	72.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	537	100.0	9.4	37.6	30.3	22.7	69.3	Yes	Yes
<b>Gender</b>									
Male	266	100.0	10.2	35.5	33.6	20.7	69.5		
Female	271	100.0	8.6	39.6	27.1	24.7	69.0		
<b>Racial/Ethnic Group</b>									
White	422	100.0	7.3	37.0	31.0	24.8	72.8	Yes	Yes
African American	72	100.0	23.5	47.1	20.6	8.8	45.6	Yes	Yes
Asian/Pacific Islander	18	100.0	0.0	27.8	44.4	27.8	83.3	I/S	I/S
Hispanic	20	100.0	15.0	30.0	40.0	15.0	60.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	475	100.0	6.4	36.5	32.3	24.8	74.8		
Disabled	62	100.0	32.2	45.8	15.3	6.8	27.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	537	100.0	9.4	37.6	30.3	22.7	69.3		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	533	100.0	8.7	37.9	30.6	22.9	69.8		
<b>Socio-Economic Status</b>									
Subsidized meals	69	100.0	20.6	54.0	14.3	11.1	47.6	Yes	Yes
Full-pay meals	468	100.0	7.8	35.3	32.6	24.3	72.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	537	100.0	23.5	36.2	22.3	18.0	40.3
<b>Gender</b>							
Male	266	100.0	27.0	35.5	20.3	17.2	37.5
Female	271	100.0	20.0	36.9	24.3	18.8	43.1
<b>Racial/Ethnic Group</b>							
White	422	100.0	19.3	35.8	24.3	20.8	45.0
African American	72	100.0	44.1	42.6	8.8	4.4	13.2
Asian/Pacific Islander	18	100.0	22.2	27.8	33.3	16.7	50.0
Hispanic	20	100.0	40.0	35.0	15.0	10.0	25.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	475	100.0	19.2	36.7	24.1	19.9	44.0
Disabled	62	100.0	55.9	32.2	8.5	3.4	11.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	537	100.0	23.5	36.2	22.3	18.0	40.3
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	533	100.0	22.9	36.5	22.5	18.1	40.6
<b>Socio-Economic Status</b>							
Subsidized meals	69	100.0	47.6	33.3	14.3	4.8	19.0
Full-pay meals	468	100.0	20.1	36.6	23.4	19.9	43.3

<b>Social Studies</b>							
All Students	537	99.8	9.4	37.8	29.6	23.1	52.7
<b>Gender</b>							
Male	266	99.6	10.2	39.2	27.1	23.5	50.6
Female	271	100.0	8.6	36.5	32.2	22.7	54.9
<b>Racial/Ethnic Group</b>							
White	422	99.8	7.5	36.1	29.8	26.6	56.4
African American	72	100.0	17.6	51.5	23.5	7.4	30.9
Asian/Pacific Islander	18	100.0	5.6	27.8	50.0	16.7	66.7
Hispanic	20	100.0	25.0	40.0	20.0	15.0	35.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	475	100.0	6.9	36.5	31.2	25.4	56.6
Disabled	62	98.4	29.3	48.3	17.2	5.2	22.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	537	99.8	9.4	37.8	29.6	23.1	52.7
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	533	99.8	8.7	38.1	29.8	23.3	53.2
<b>Socio-Economic Status</b>							
Subsidized meals	69	100.0	22.2	50.8	19.0	7.9	27.0
Full-pay meals	468	99.8	7.6	36.0	31.1	25.3	56.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	163	100.0	6.8	14.8	61.1	17.3	78.4
	4	181	100.0	6.3	40.8	48.3	4.6	52.9
	5	140	100.0	17.5	55.5	25.5	1.5	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	168	100.0	5.1	23.4	55.7	15.8	71.5
	4	176	100.0	6.7	38.2	50.3	4.8	55.2
	5	193	100.0	10.1	50.5	37.8	1.6	39.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	163	100.0	6.8	49.4	29.6	14.2	43.8
	4	181	100.0	8.6	35.6	33.3	22.4	55.7
	5	140	100.0	13.1	44.5	28.5	13.9	42.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	168	100.0	7.0	41.1	33.5	18.4	51.9
	4	176	100.0	7.9	28.5	33.3	30.3	63.6
	5	193	100.0	12.8	42.6	25.0	19.7	44.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	168	100.0	20.3	40.5	25.9	13.3	39.2
	4	176	100.0	19.4	37.6	20.6	22.4	43.0
	5	193	100.0	29.8	31.4	20.7	18.1	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	168	99.4	7.6	38.2	31.2	22.9	54.1
	4	176	100.0	7.3	35.2	32.7	24.8	57.6
	5	193	100.0	12.8	39.9	25.5	21.8	47.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,036)</b>				
First graders who attended full-day kindergarten	95.5%	Up from 95.2%	96.3%	100.0%
Retention rate	1.2%	Up from 0.8%	1.8%	3.0%
Attendance rate	96.8%	Down from 97.1%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%	Down from 1.5%	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Up from 0.8%	0.8%	3.2%
Eligible for gifted and talented	26.1%	Down from 28.0%	31.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Down from 6.8%	5.7%	8.2%
Older than usual for grade	0.6%	No change	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 58)</b>				
Teachers with advanced degrees	48.3%	Up from 40.0%	60.0%	52.6%
Continuing contract teachers	58.6%	Down from 88.0%	88.7%	83.3%
Highly qualified teachers	96.4%	Up from 93.0%	94.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.5%	87.0%
Teacher attendance rate	95.6%	No change	95.6%	95.0%
Average teacher salary	\$38,996	Up 1.8%	\$44,646	\$41,703
Prof. development days/teacher	9.8 days	Up from 6.9 days	12.0 days	12.8 days
<b>School</b>				
Principal's years at school	3.5	Up from 2.5	3.5	4.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.7 to 1	20.0 to 1	18.8 to 1
Prime instructional time	90.8%	Down from 91.3%	91.1%	89.8%
Dollars spent per pupil*	\$3,862	Down 6.9%	\$6,093	\$6,242
Percent of expenditures for teacher salaries*	61.9%	Down from 63.3%	65.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Bell's Crossing Elementary School exemplifies the true meaning of a collaborative effort of home, school and community working together to put children first. The school is focused on setting goals and charting progress as a Baldrige school for continuous improvement. The school received a peer review visit this year by the Southern Association for Colleges and Schools. Our final report affirmed that the school is focused on all students achieving. The school has maintained an "all clear" rating for three years.

There are several accomplishments of which we are proud this year. The school received an "excellent" report card rating and our improvement rating moved from an "unsatisfactory" to "good." The school met AYP for the second year in a row; meeting 21/21 objectives. Our FARMS and special education students made large gains and demonstrates that we are closing the achievement gap with those students. The school was recognized with the Palmetto Gold status. The funds purchased laptop computers and digital cameras. The school now has a rolling laptop computer lab to provide more computer access to students. Character education has been embedded into all areas of our school plan and we have seen a reduction in the number of disciplinary referrals made this year. The school was designated as a Red Carpet School by the State Department of Education this spring.

Three teachers are National Board Certified and our staff is Highly Qualified in the area they teach. All staff members attend professional development sessions to extend their own learning to meet the needs of our students.

Several of our students were recognized at district and state levels for their accomplishments. Our students demonstrate leadership through service learning activities during the year. All students participated in enrichment clubs during the school day this year. Field trips and grade level presentations extend the curriculum in each grade level and department. This year we held our first Fine Arts Night.

The community support for Bell's Crossing Elementary School was recognized by the SCPTA as the Outstanding Unit in the State. Seventy-five thousand volunteer hours were logged.

The school provides parenting nights that alternate with regular PTA meetings and all parents attend a school conference. The School Improvement Council monitors the school goals, serves as an advisory board with input on budgets, and serves as the Guidance Steering Committee. Our areas of growth for next year are: to increase the number of students scoring Advanced and Proficient, to have a teacher in the science lab, improve our writing program and increase parental and community involvement.

Mrs. Barbara A. Barlow, Principal  
Mrs. Jonda Dawson, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	55	175	58
Percent satisfied with learning environment	100.0%	85.5%	80.7%
Percent satisfied with social and physical environment	100.0%	82.9%	94.8%
Percent satisfied with school-home relations	100.0%	86.8%	73.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.